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Selected Essays of Emerson. "Riverside Literature Series." Edited by MARY A. JORDAN. Boston: Houghton, Mifflin & Co., 1907. Pp. 324. Paper, two parts, each \$0.15; cloth, one volume, \$0.40.

Anyone who has had occasion to examine any English classics edited by Miss Jordan knows that she is a painstaking, accurate, and versatile editor. Her editing of Emerson's *Essays* is no exception. Every note is well directed and illuminating, stimulating and resourceful. No school edition of Emerson is so acceptable as is this one. The selections in the volume are: "Compensation," "Experience," "Character," "Self-Reliance," "Heroism," "History," "Politics," "Behavior," "Manners," "Friendship."

H. E. COBLENTZ

Selections from Poe. Edited, with Biographical and Critical Introduction and Notes, by J. MONTGOMERY GAMBRILL. Boston: Ginn & Co., 1907. Pp. 134.

Professor Gambrill's edition of *Selections from Poe* has many merits and some distinction. It is not a mere perfunctory work "put out" to satisfy a longing to see one's name on the title-page. It has the merit of independent criticism and the distinction of enthusiastic literary interpretation. "Ulalume," for instance, which has been regarded generally as an experiment in verbal ingenuity, is considered by Professor Gambrill as a marvelous expression of Poe's mood; a picture of a "soul worn out by long suffering, groping for courage and hope, only to return again to 'the door of a legended tomb.' . . . There is no definite thought, because only the communication of feeling is intended; there is no distinct setting because the whole action is spiritual." Teachers who wish an edition of Poe which is more than a rhapsody, an edition which has a sufficient foundation for some definite teaching, will find this volume of service.

H. E. COBLENTZ

Selections from the Poems of Oliver Wendell Holmes. Edited by J. H. CASTLEMAN. New York: Macmillan, 1907.

The one excellent feature of this volume is the number of selections. Otherwise the volume lacks distinction. We note some points in the notes which may irritate some readers and amuse others. Homer, for instance, is "reputed" to have written the *Iliad* and the *Odyssey*. Helicon is "a mountain range." On two successive pages, Wordsworth is characterized as a "great English poet;" Keats as "a celebrated English poet;" and Shelley as "a famous English poet." No other English poets are named on these pages. "Arethusa" is a name "applied to various springs in ancient Greece." It is well that the editor everywhere refers the pupil to the classical dictionary.

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The Vocabulary of High School Latin. By GONZALEZ LODGE. New York: Teachers College, Columbia University, 1907. Pp. viii+217. \$1.50.

This book indicates the number of times each word is employed in Caesar,

B. G., i-v, Cicero, in *Catilinam*, i-iv, *de imperio Pompei*, *pro Archia*, and in Vergil, *Aeneid* i-vi.

The first division of the book presents the combined vocabulary in alphabetical arrangement, Caesar's words in black, those of Cicero in ordinary type, and the Vergilian in small capitals. Words used less than five times are printed in small type. Of those used five times or more, it is found that Caesar introduces about 1,000, Cicero about 500 more, and Vergil another 500. The author accordingly numbers these most important words from 1 to 2,000. It appears that this 2,000 forms nine-tenths of the vocabulary of all ordinary Latin.

A second division of the book makes the practical use of the vocabulary possible, by presenting the words in the order of their first occurrence.

The effect of this book on classical instruction is sure to be considerable. Intelligent teachers will not fail to take advantage of the material here presented. The exact method of using it will doubtless vary, but the facts of vocabulary are here for all who are interested in the facts, and many will turn away with relief from the haphazard vocabulary work that has hitherto been inevitable. The student will now be able to begin a notebook dictionary of his own in the first year, collecting from his beginning book perhaps 500 words of the Caesar list. In the second, third, and fourth years he can add the new words until at the end he has his 2,000. At any moment in the course he has a complete alphabetical list of all the important words used up to this time. In sight translation or in preparation of new lessons, the instructor can at a glance supply the important new words and reasonably expect the student to work out the meaning of the passage. The practice in forms and the prose composition which continue through the high-school course can be based upon these lists.

College-entrance examinations can assume a more definite character. Any ordinary passage may be set for sight translation with the expectation of accurate results, always provided that the words not found in this 2,000 be supplied to the candidate. The same principle will hold for translation into Latin.

This book takes a very important step in making scientific instruction possible on the side of vocabulary. A similar work is needed for syntax and is in preparation by the present reviewer in collaboration with other teachers.

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